

English II Pre-International Baccalaureate Advanced Placement Language and Composition

Curriculum Paper and Classroom Procedures Suncoast High School 2011 - 2012

Instructor: Lisa S. Cohen, Ed.M.

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Planning period: 2nd block

Best time to schedule parent conferences: after school; please e-mail me with questions or to schedule an appointment

Voicemail: 72524

Edline is a web page where both students and parents may access grades and assignments. Please e-mail regarding any concerns about accessing Edline or the updates as they appear weekly. Edline will also have a link to the class wiki, hosted on WikiSpaces.com. Access the wiki for ongoing updates on notes, assignments, and enrichment.

Course Description and Goals

English II Pre-IB and Advanced Placement English Language and Composition is intended to provide the equivalent in content and difficulty of a college-level introductory English course. Additionally, students prepare for the rigorous IB English program that they will follow in their 11th and 12th years. In May, students in this course will take an exam designed by the College Board and the Educational Testing Service (ETS) to validate their academic experience and to receive college credit as determined by individual institutions of higher education.

Students in this course will become skilled readers of poetry and prose written in a variety of periods, disciplines, and rhetorical contexts, and they will become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way conventions and the resources of language contribute to effectiveness in writing.

Students in English II Pre-IB Advanced Placement English Language and Composition will also prepare for the PSAT, the FCAT Reading, FCAT Writes, and the essential skills needed for continued success in the IB program. All of these tasks, while at varying degrees of difficulty, **demand that students work not towards proficiency, but towards excellence**. In every endeavor this year, students will not be measured only by their state, national, or even international peers' performance, but by students' individual growth potentials and success. A student who has already achieved "excellent" on the FCAT Reading, for example, will strive to surpass his own performance; his focus will not be the middle bar set by the performance of his statewide peers.



Course Objectives

Students will:

- react to a variety of texts and media by drawing upon personal experiences, readings, and observations
- respond to a variety of texts and media by defending, qualifying, or refuting the author's position to create a variety of formal and informal responses (e.g. journals, in-class writings, letters, memoirs, parodies) projecting his/her voice in reflective writing.
- use inquiry and research to inform an audience about complex subjects.
- create and sustain arguments based on readings, research, observations and personal experiences.
- analyze texts written in a variety of periods, disciplines, and rhetorical contexts.
- develop a deeper understanding of representative literature with a specific emphasis on non-fiction.
- demonstrate understanding and mastery of standard written English and exhibit stylistic maturity.
- reflect on and express reactions to print and non-print resources.
- inform an audience by exploring literature to explain its artistry and its underlying social and cultural values.
- develop an argument which addresses and assesses the human condition through a study of universal themes.
- explore and provide critical perspectives through deliberate and thorough analysis, interpretation, and evaluation of text.
- engage in an intensive study of representative works of recognized literary merit from various genres and time periods with a strong focus on the 16th through the 21st century.
- demonstrate understanding and mastery of standard written English and exhibit stylistic maturity.

The purpose of this course is to help students **"write effectively and confidently in their college courses across the curriculum and in their professional and personal lives."** (The College Board, *AP English Course Description*, May 2008, p. 6) This course is designed according to the requirements and guidelines of the current *AP English Course Description*; therefore, students are expected to read critically, think analytically, and communicate clearly in writing and speech.

Course Outline and Readings

Semester I:

Rhetoric, 5 canons of rhetoric, invention and argument, memory, structure

Summer reading activities and feedback: *1984* (Orwell) and the media; excerpts from *A Room of One's Own*

What is Rhetoric?

Part I: Invention and Argument: *Turn of the Screw* (James) *Freakonomics* (Levitt and Dubner) and variety of sources

Problem solving with multiple sources, using sources as data and to develop argument (Klosterman, King, Malcolm X, Dubois, Washington, and others)

Research Project

Part II: Structure, Modes, and Synthesis

Essays, including "Letter from Birmingham Jail" (King), "Consider the Lobster" (Wallace), "The Gettysburg Address" (Lincoln), "The Declaration of Independence" (Jefferson), "In Search of Our Mothers' Gardens" (Walker), "Politics and the English Language" and "Why I Write" (Orwell), "The Singer Solution to World Poverty" (Singer), and "A Modest Proposal" (Swift)

+ essays; excerpts from *A Room of One's Own* (Woolf), *Understanding Comics* (McCloud), *The Lively Art of Writing* (Payne), *Classical Rhetoric for the Modern Student* (Corbett and Connors)

Semester II:

Part III: Style and Delivery

Night (Wiesel); *MAUS I* (Spiegelman); excerpts from *Understanding Comics* (McCloud)

Night (Elie Wiesel)

Throughout the year: standard conventions, vocabulary, research skills, and the revision process

We will conclude the year with a reading of *Macbeth* (Shakespeare)

Full Texts:

1984 (Orwell)

Freakonomics (Levitt and Dubner)

Night (Wiesel)

MAUS I (Spiegelman)

Macbeth (Shakespeare)

a non-fiction book (student will select from a list of options in second semester)

Texts used in both Semesters I and II:

selections from: *The Lively Art of Writing* by Lucile Vaughan Payne

The Art of Styling Sentences by Ann Longknife and K.D. Sullivan

Composition in the Classical Tradition by Frank D'Angelo

articles from *The Atlantic*, the *New Yorker*, the *New York Times*, *Time*, *Newsweek*, and others (handouts provided)

Nonfiction short stories, essays, memoirs: selected pieces from

50 Essays: A Portable Anthology by Samuel Cohen

The Bedford Reader by X. J. Kennedy, Dorothy M. Kennedy, and Jane E. Aaron

Classical Rhetoric for the Modern Student (4th edition) by Edward P. J. Corbett and Robert J. Connors

The Language of Composition by Renée H. Shea, Lawrence Scanlon, and Robin Dissin Aufses

♦ **I suggest students get their own copies of *The MLA (Modern Language Association) Handbook for Writers of Research Papers: 7th Edition*. This will be useful for this year and many years after.** ♦

Please Note: *The nature of the Pre-IB and IB programs promotes close readings of the text, and writing in the text is encouraged. Although the school will supply copies of the novels and plays studied, students may not mark in these; thus, we encourage students to purchase their own copies, so that they may highlight, underline, or make marginal notations. For more on strategies for understanding text and why annotation is important, see: How to Read a Book (Milton Adler).*

Supplies

- Pens, pencils and annotation materials (students **must** choose a preferred method: sticky notes, highlighters, pen/pencil, colored pencils) – **bring everyday to class!**
- At least one wooden #2 pencil and a **black** pen (students will use black pen on **all** AP writing assignments)
- Loose leaf, smooth edge, notebook paper
- A three-ring binder that you keep for class work (organized)
- A 4 x 6 index card box and 200 4 x 6 index cards

Student Evaluations

*As this is a college-level course, performance expectations are appropriately high and the workload is challenging. Often, this work involves **long-term writing and reading assignments;** **therefore, effective time management is a must.** Students working at this level must engage fully in every assignment and demonstrate a willingness to examine their own thinking. Students must **come to class fully prepared** to discuss assigned readings and to **participate actively** in all phases of the course.*

Evaluation of written and oral work will be based on IB and AP rubrics, which the students will see as individual student handouts, and at <http://apcentral.collegeboard.com>. Students will be given frequent vocabulary quizzes and will complete extensive and frequent writing assignments. Success in this class requires that students complete extensive reading assignments, often of a high (college) level. Students will also be evaluated on the following types of assignments: **exams/quizzes, literary analysis-both oral and written, class participation, and oral presentations/class discussion.**

Major Projects

Students will be responsible for one major project per quarter. In the first semester, students will conduct a research project and synthesize and evaluate a number of sources. During the second semester, students will analyze a non-fiction work from a list of suggested titles and trace an issue or opinion columnist of note.

Homework Policy

Success in all the Suncoast Magnet Programs depends upon extensive reading and writing, as well as discussion and formal oral presentations. You will have quizzes and composition homework including more extensive reading and writing assignments. **Significant time outside of class needs to be budgeted to complete assigned reading and writing. It will be important for students to learn to manage their time.**

Make-Up Work Policy

Students may not make up work missed due to an unexcused absence. The student handbook grants one day for each day of any excused absence as a grace period for make-up work. Please consult your "study buddy" for the missed assignment, and seek clarification, if needed, from the instructor via phone or email. Make up work is specifically addressed in the Suncoast agenda/planner.

Long term assignments with pre-set due dates are due on the assigned date, whether or not students are in class. If students are sick or on a TLE, they must either email the assignment or arrange to have a classmate deliver it. Keep in mind that assignments are due at the **beginning**

of each class period. Assignments received after the beginning of the period on the date they are due will be docked one full letter grade. Assignments turned in by the next class are only worth up to half credit. Please do not interrupt another class to drop off assignments.

Grading Scale/Assessment Plan






Grades are meant to reflect the quality of your work. Objective grades will follow the countywide scale:

A= 90-100; B= 80-89; C= 70-79; D= 60-69; F=59 and below.

You will be evaluated on the following types of assignments.

- TESTS/PROJECTS 35%
- WRITING 35%
- QUIZZES 10%
- CLASS-/HOMEWORK 20%

On classwork/homework assignments, a "check" system will be used. The values for checks are as follows:

Mark	Score	In Gradebook	Symbol
Check Plus Plus	100%	+ +	 + +
Check Plus	95%	+	 +
Check	85%	=	
Check Minus	70%	-	 -
Check Minus Minus	50%	- -	 - -

Student Responsibilities

Your success is dependent on accumulated progression during the course. Any missed class or insufficient work during the year will undoubtedly have a negative impact on your grade. Being on time to class is critical. The bathroom pass is for the bathroom exclusively-no one is to disturb another class or privileges will be totally suspended (your decision). I will enforce the dress code, so please come to class dressed appropriately. You are also expected to establish independent learning goals as you progress throughout the year, and together we will develop the means to achieve those goals.

Cheating, Plagiarism, and Violations of Academic Honor

** all definitions below, except where noted, are from Suncoast High School's school-wide policy.*

Academic cheating: This entails any form of dishonesty in academic endeavors when a student is solely responsible for the product. The student has used dishonest methods to gain an advantage. This includes utilizing any kind of secretive means of gaining information for use on quizzes, tests, or other assignments.

Plagiarism: A form of academic malpractice in which a student steals or passes off the ideas and words of another as his/her own, for example: using lengthy quoted passages from the work(s) of others without crediting the source each time another's ideas and/or words are used. An improper use of quotation marks and/or missing citation of sources constitutes plagiarism. More details from the handbook *Sources and Citations at Dartmouth College* at its Institute of Writing and Rhetoric:

- If you quote from a source, you must specifically mark the quoted material and immediately cite the source. Place the quoted text in quotation marks or format it as a block quotation. Your citation should appear at the point of quotation, either in parentheses or in a footnote or endnote. Listing the source in a bibliography does not, by itself, constitute proper citation; you must cite at the point of use.
- If you quote a distinctive phrase, or even a single distinctive word, place it in quotation marks and cite the source.
- If you paraphrase an idea or special information from a source—that is, if you restate the idea, but alter the exact wording—you must cite that source.
- If you use images, maps, charts, tables, data sets, musical compositions, movies, new-media compositions, computer source code, song lyrics, and the like, you must cite the source.
- If you want to submit the same work, in whole or in part, for more than one course, then you must get the approval, in advance, of all teachers involved.

(from section 1A. "What is Plagiarism?"

<http://www.dartmouth.edu/~writing/sources/sources-citation.html>)

Collusion: To support malpractice by another student as in allowing one's work to be copied or submitted for assessment by another. (from IBO Academic Honesty Handbook)

School Rules and Consequences

School policies and procedures will be enforced at all times. In the Suncoast Agenda/Planner, please read the attendance pages, the make-up work policy, the cell phone policy, the cheating policy, and the school-wide including the tardy policy. Your ability to work within the guidelines of Suncoast will insure both your education and safety.

1. Respect self, others, and property.
2. Take responsibility for your learning.
3. Be on time to and prepared for class.
4. Follow directions
(i.e. Palm Beach County School District, Suncoast, classroom rules.)
5. Eating and drinking are not allowed during class time.

Consequences

First offense: Non-verbal cue/verbal warning

Second Offense: Teacher/student conference and parent contact

Third Offense: Discipline referral to administrator

Fourth Offense: Discipline referral and administrator/parent/student meeting

****Extreme offense will result in immediate disciplinary action.***

Conference Periods

Students are strongly encouraged to come in for a conference at **the first realization of difficulty**. I am available after school, both informally and by appointment. I am also frequently available during lunch. My conference period is during **second** period (please sign up one day in advance). Students and/or parents should feel free to contact me for any reason as soon as an issue arises; email is most convenient.

Progress Report Schedule (approximate)

September 23rd November 18th February 10th April 27th
every two weeks on Edline

Important Dates

PSAT: Wednesday, October 12, 2011 (No cost to sophomores or freshmen)

FCAT Writes: Tuesday, February 28, 2012

FCAT Reading, Math, and NRT: April 16 – 27, 2012 (testing range; actual dates TBA)

AP English Language and Composition: Wednesday, May 16th 2012

Helpful Websites and Sources

Many online resources may assist students in achieving the goals for this year's course. These are just a few suggested sites that students may begin to explore. As students find other useful sites, I encourage them to share with their classmates and me so that we may build a larger set of online tools.

- The College Board runs **AP Central**, which has sample exam questions, full course descriptions, and many valuable articles and practice work:
<http://apcentral.collegeboard.com/apc/Controller.jpf>
- **Guide to Grammar and Style** by Jack Lynch at Rutgers University:
<http://andromeda.rutgers.edu/~jlynch/Writing/index.html>
- Resources for Rhetoric:
 - **Glossary of rhetorical terms** with examples:
<http://www.uky.edu/AS/Classics/rhetoric.html>
 - **Silva Rhetoricae: The Forest of Rhetoric**, a site giving many detailed descriptions of the complexities of rhetoric; we will not be going into this depth in this course, but it is a good introduction for students who wish to go further:
<http://rhetoric.byu.edu/>
- **The Purdue University Online Writing Lab (OWL)**. This site also contains a useful MLA reference guide: <http://owl.english.purdue.edu>
- **American Rhetoric**: A site providing archives of speeches, coverage of current politics, and multimedia sources: <http://www.americanrhetoric.com/>
- **Daily newspapers, weekly and monthly magazines** such as *The New York Times*, *The Wall Street Journal*, *The Washington Post*, *The New Yorker*, *Weekly Standard*, *The Atlantic*, *The National Review*, *Harper's*, *Foreign Affairs*, *The Nation*, *Time*, and *Newsweek* also post current issues online. Students should follow current events consciously and diligently.

One More Point

This course depends, to a great extent, on the energy you bring to it, which means you need to **make a real commitment to the work and to your peers in the classroom.** Interesting discourse happens within communities and the classroom when all members participate in a responsible manner. We will be discussing and debating some of the major themes in the civilized world. These topics are important for both society as a whole and for each of you as individuals. We will address these themes from a variety of perspectives, and your ideas count. **The amount of time you spend on outside assignments will vary from week to week, but the quality of your performance is closely related to the amount of time you put into your work.**

I look forward to a terrific year and I am honored to be your teacher.

Sincerely,

Lisa S. Cohen

"Education is a social process. Education is growth. Education is not a preparation for life; education is life itself."

--John Dewey

